

Pupil Progress Analysis 2017 – 2018

Headlines

The whole school average rate of progress for 17/18 is 42.75% which represents an increase of 11.81% from last year's 30.94%.

Classes

57% of classes secured outcomes above the whole school rate of progress. Of the 43% of class groups that fell below this, this percentage represents three class groups and there is clear evidence and rationale to explain this:

- The nature of needs of the students in class 2 means that their highly complex needs require time for small and steady steps of progress to become embedded. This takes time. The rate of achieved PLIs over a term is broadly in line with the rest of school, which affirms the appropriate amount of stretch and challenge in these PLIs, and the recognition that a relatively lower rate of progress still captures achievement.
- The other two class groups are in the sixth form and the next steps for embedded MAPP as a robust assessment tool is captured within the department's support plan

Key Stages

In direct correlation with the class analysis comments regarding sixth form provision, Key Stages 1-4 demonstrate rates of progress above whole school measure, with only Key Stage 5 falling below. The ongoing development of a new curriculum across Key Stages 1-4 will continue to secure these highly positive outcomes.

Sixth form – MAPP newly implemented

Sixth form data has contributed towards these measures for both Spring and Summer terms, in spite of MAPP being newly implemented into the department this academic year. Moderation records evidence robust challenge and the sixth form support plan also serves to identify and address some aspects of this process that require further development. However, the rate of progress in all other key stages measures 12.04%, which further validates the outcomes seen in the data.

Boys compared to Girls

Girls once again outperformed the boys. However, key factors to consider:

- The ratio of students with PMLD is 8:1 in favour of boys, and the rate of progress for students with PMLD in all measured areas is one of the lowest recorded for this year. 8 boys represents 16% of the whole school population and 24% of the male student population so this will contribute significantly to the data. Whilst it still represents an increase from last academic year, relative to other measured areas this academic year, this is low, and certainly below the whole school rate of progress. This will be a continued focus, in terms of stretch and challenge, for academic year 18/19. Recent lesson observations have also corroborated this.

Subject areas

Thinking Skills is the only subject area that falls below the whole school rate of progress. This is recognised in lesson observation records that capture a lack of stretch and challenge for some students and is being addressed in the performance management cycle and the CPD and ongoing QA schedules.

Interventions from 16/17 analysis

The impact of the intervention measures implemented to address all underperforming areas has resulted in an average increase in the rate of progress in these areas of 23.9%, from 23.93% to 47.88%. This increase is also validated by the comparison of the progress in these areas against whole school progress, where three of these four areas now far exceed whole school rate of progress. The exception is the progress of students with PMLD in the area of PSD, which falls only just below, and has still encountered an increase from 16.81% to 41.91% (25.1% increase).

Pathways

The outcomes for students with the most complex learning needs are not making as much progress as either the higher attaining or the 'middle-able' students, within the range of attainment at school. Once again we must consider achievement in terms of PLIs achieved alongside rate of progress to further identify the level of concern that this presents, given that it is highly likely that the lower the baseline, the lower the rate of progress, but achievement must still be recognised and celebrated. On this basis, there is an acceptable balance of PLIs achieved in one term, and others continued for two, and sometimes three terms, with progress still occurring for a significant majority of PLIs. However, compared with other pathways, there is a lower rate of achievement in this pathway. This requires ongoing review and consideration within all of the QA measures in place, and impact should be seen from the curriculum development and the CPD schedule identifying a training need in the context of securing stretch and challenge for students with highly complex learning needs.

Achievement

Using the number of Personalised Learning intentions achieved across the year, there is a greater proportion of PLIs achieved over this academic year than last. The proportion of PLIs achieved in one term is serving to inform ongoing QA and scrutiny of the MAPP target setting progress to ensure that all PLIs are targeted appropriately and offer stretch and challenge for all.

Key performance indicators:

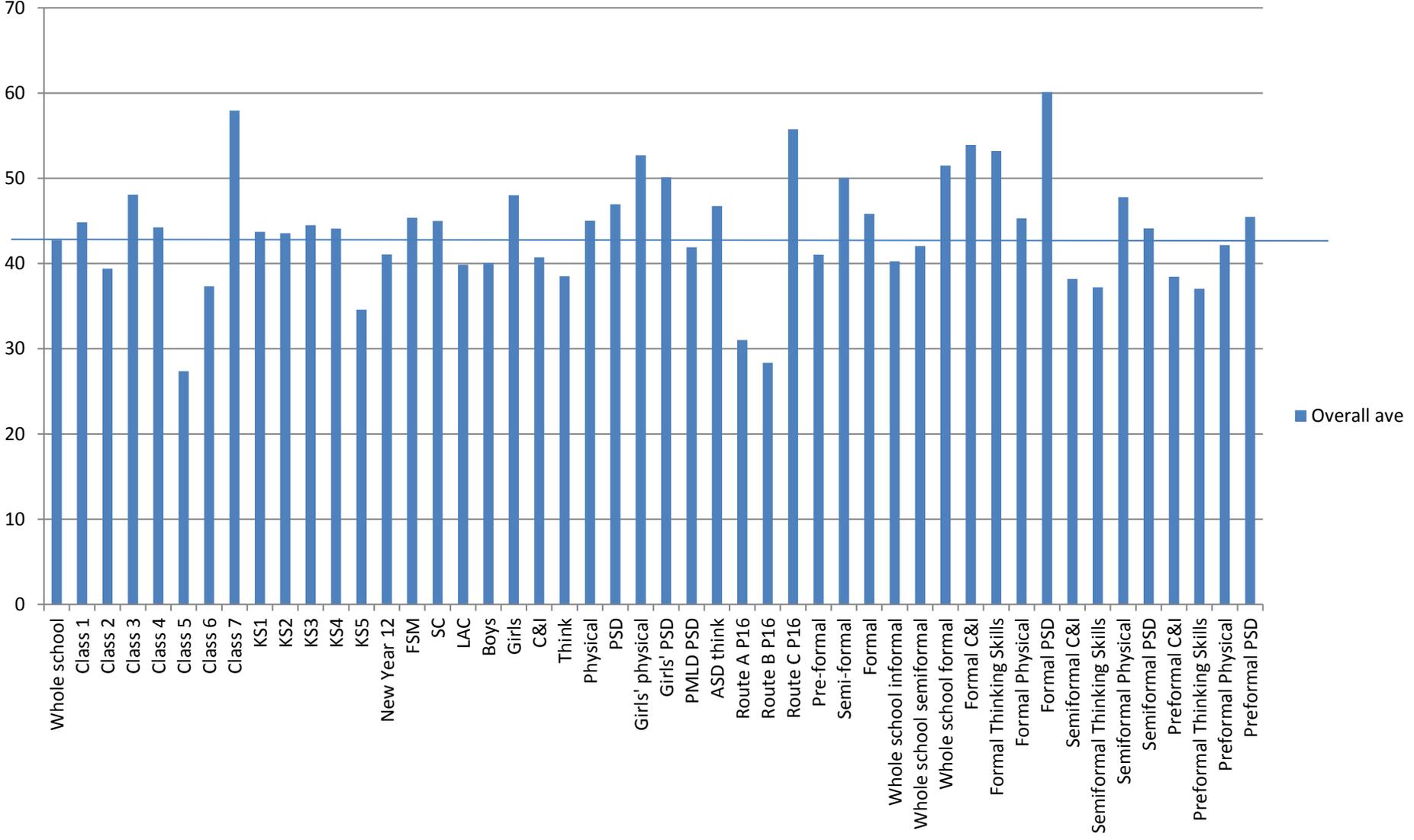
	Average rate of progress		Difference
	16/17	17/18	
Whole school	30.94	42.75	+11.81
KS1	42.4	43.73	+1.33
KS2	24.49	43.55	+19.06
KS3	29.27	44.51	+15.24
KS4	31.55	44.09	+12.54
KS5	n/a	34.6	n/a
Boys	31.78	40.06	+8.28
Girls	28.9	48.01	+19.11
Girls Physical	21.45	52.72	+31.27
Girls PSD	22.84	50.12	+27.28
PMLD PSD	16.81	41.91	+25.1
ASD thinking	34.63	46.76	+12.13
Average difference in rate of progress			+16.65

Areas of particular strength of outcomes	Ref to SDP	Other information
Girls' physical	Curriculum development – MOVE	With less girls in the cohort of students with PMLD the average baseline is higher and therefore the rate of progress expected to be higher by natural probability on the basis of higher baseline
Girls' PSD	Outcomes for pupils - CPD	
Class 7	Effectiveness of post 16 provision	QA evidence already in place demonstrating drive for more specific PLIs to ensure stretch and challenge. This should result in a drop in rate of progress and the amount of PLIs achieved within one term.
Formal sixth form curriculum pathway	Effectiveness of post 16 provision	
Semi-formal curriculum pathway KS1 - 4	Curriculum development - CPD	Stretch and challenge, and robust moderation of PLIs continues to support this. Evidenced in MAPP QA records
Whole school formal curriculum pathway	Curriculum development, outcomes for pupils, CPD	This links to the sixth form specific areas above.
Formal PSD	Curriculum development, outcomes for pupils, CPD	The highest attaining students are able to access and participate more independently in a wider range of personal and social learning activities. However, rigour in ensuring that PLIs are specific and challenging is already underway.

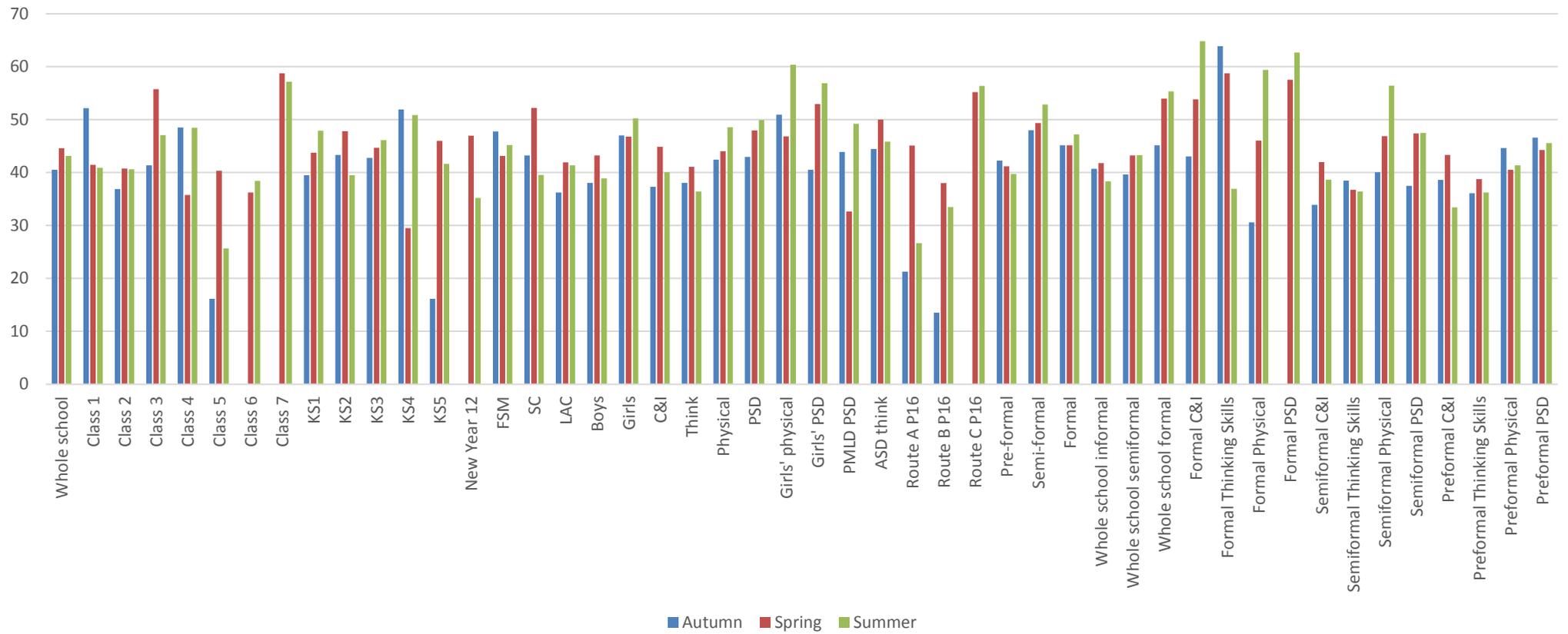
Outcomes causing concern	Ref to SDP	Other information
Class 5	Effectiveness of sixth form provision. Assessment MAPP – ongoing QA schedule CPD	QA records already evidence actions in place Support plan captured and addressed areas identified as causing concern. SEF also gives detail of measures already undertaken.
Class 6		
Key Stage 5		
Route A Post 16		
Route B Post 16		
Thinking Skills	Curriculum development CPD	New curriculum implemented and to continue to be developed – robust modelling by Deputy Headteacher to ensure rigour and consistency in delivery of a high quality, highly personalised approach
Semi-formal C&I	Curriculum development.	
Semi-formal Thinking Skills	Effectiveness of sixth form provision CPD	
Pre-formal C&I		

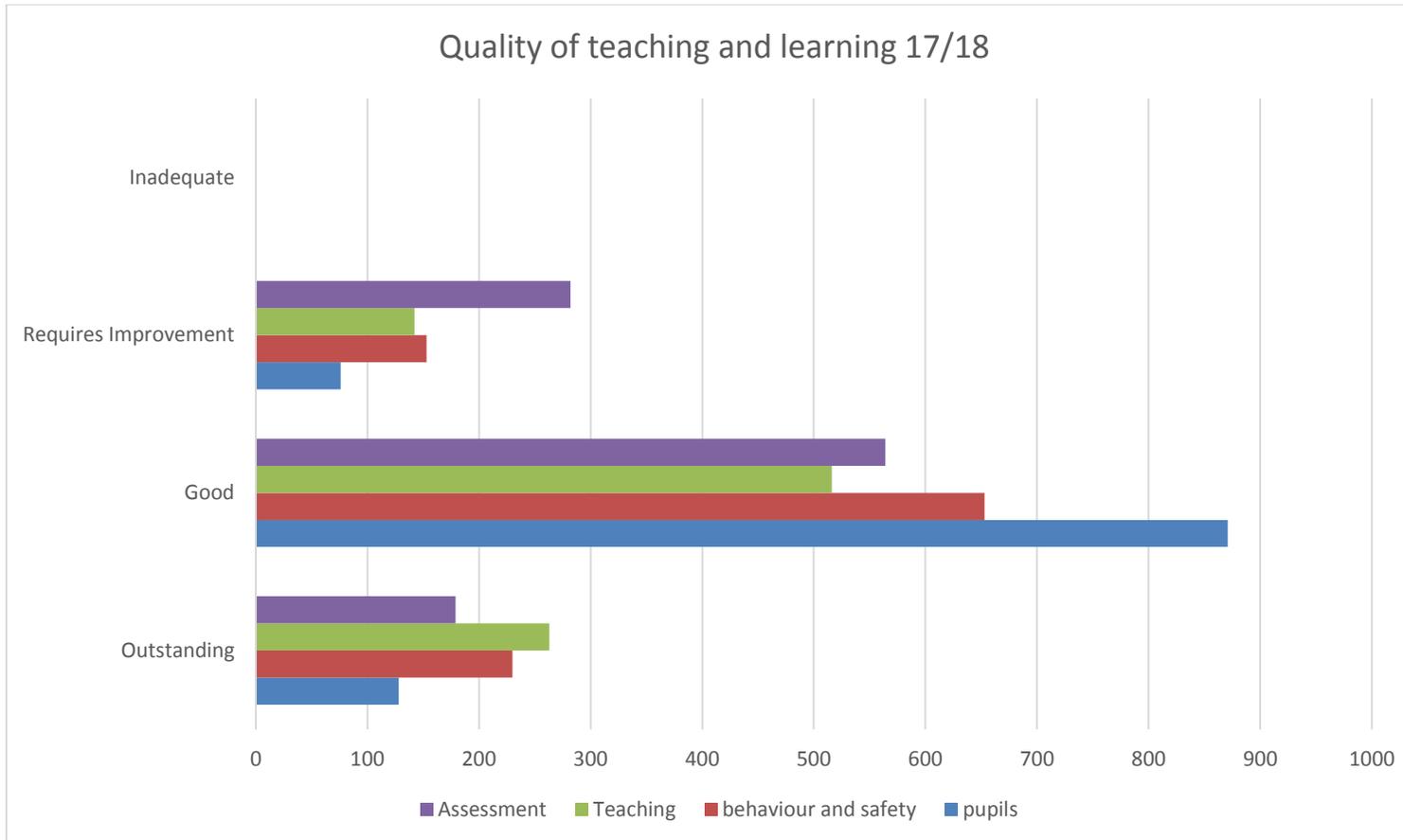
Pre-formal Thinking Skills	Curriculum development Effectiveness of sixth form provision CPD	
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Average rate of progress for academic year 17/18



Average rate of progress term by term 17/18





This analysis of the areas assessed from a lesson observation serve to inform the CPD schedule.

With a very high proportion of aspects of pupil outcomes (progress, learning and engagement and attitudes to problem solving) this is a sound platform from which to continue to develop our Quality Assurance schedule to ensure that we can sustain this. However, with such positive relationships between staff and students and given the fact that the vast majority of our students are extremely keen learners, we must not become complacent in this regard.

With Assessment showing the highest proportion of less than good, this affirms our already recognised need to revisit the drive for the use of language for assessment to support the robustness of this system. It must be noted that this specifically captures the ‘presence’ of assessment during a snap shot of a lesson and does not give any judgement of the systems in place beyond this as an operational practice observed within the lesson.